



















































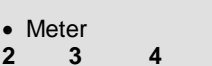




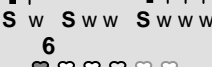





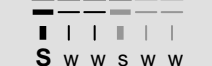
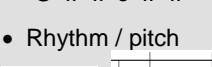

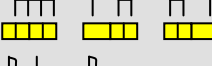
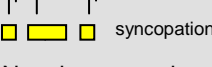
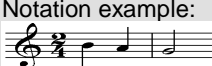























6th Grade music USOE Fine Arts Rainbow Chart

Sixth - Page 1		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously Mastered Grade Level Skills	Elements of Music with Definitions	Label, list, name, define, relate, recall and use music making tools.	Discover, look at, investigate, experience and form ideas.	Apply, construct, demonstrate, evaluate and practice.	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce.	Show skill criterion mastery for grade level, give opinions, support others, and show work.
Sing <ul style="list-style-type: none"> Singing vs. speaking voice Melody <ul style="list-style-type: none"> High/low, up/down Pitch accuracy in an appropriate range Steps, skips, repeated pitches Head/chest voice Breath support Vocal health Vocal styles Folk, traditional, and multicultural songs Singing games Call & response Harmony <ul style="list-style-type: none"> Partner songs ostinato Rounds countermelodies, Descants Texture <ul style="list-style-type: none"> Instrumental and vocal 	SING Vocal development: the care, training, and proper use of the voice Melody: a sequence of single pitches that move up, down, or repeat Harmony: more than one pitch sounding at the same time.	Experience the difference between the speaking and singing voice. Experience melody in a variety of singing styles including traditional and popular music. Experience reading basic melodic notation on the treble clef staff. Experience the difference between melody and harmony in songs and listening selections. <div>  CD1 #29 <i>Hey, Hey Look at Me</i> recording, melody then harmony </div> Experience simple and complex harmonies. <div>  <i>He's Got the Whole World in His Hands</i> lesson, playing: simple chords, singing: complex-partner song </div>	Explore the appropriate use of head and chest voice. Explore in-tune singing in a natural voice through a variety of traditional or cultural songs. <div>  </div> Explore songs that offer a variety of melodic patterns in popular, traditional, and world music. Explore simple parallel harmony. <div>  CD1 #29 <i>Hey, Hey Look at Me</i> recording, melody then harmony in interlude </div> <div>  CD2 #22 <i>Peace Like a River</i> </div> Explore vocal and instrumental harmony through partner songs, rounds, descants, countermelodies (polyphony). <div>  CD1 #14 <i>Charlotte Town</i> lesson, singing, countermelody </div> <div>  CD2 #16 <i>Oh, How Lovely is the Evening</i> lesson, singing, round </div>	Build vocal skills with attention to natural vocal production, good breath support, and sensitivity to pitch. Build skill in recognizing variations of pitch patterns and contour in melodic phrases. Practice harmony by singing partner songs, ostinatos, rounds, descants, & countermelodies. <div>  CD1 #4 <i>All Night, All Day/ Swing Low, Sweet Chariot</i> partner song </div> <div>  CD2 #41 <i>This Train/When the Saints</i> partner song </div> Build skill in singing parallel harmony. <div>  <i>You Are My Sunshine</i> </div>	Analyze connections between healthy use of the voice, pitch accuracy, and good vocal production in various vocal styles. Analyze familiar melodies on the treble staff and identify melodic movement as steps, skips, or repeated pitches. Analyze popular vocal styles i.e. opera, pop, country, jazz, etc. <div>  <i>Turkey in the Straw</i> lesson, singing </div> Analyze and identify different kinds of harmony in music. <div>  CD2 #52 <i>You Are My Sunshine</i> recording, clarinet countermelody </div> Analyze how voices and instruments combine to make harmony.	Create vocal style or character through improvising and experiencing a variety of song literature. Create/Improvise simple melodies using steps, skips and repeats. Create simple parallel harmony to compliment a simple melody. <div>  CD1 #37 <i>I've Been Working on the Railroad</i> lesson, singing </div> Create a simple 2 or 3 chord accompaniment or ostinato for a familiar or original melody (homophony). <div>  CD1 #5 <i>Amazing Grace</i> lesson, playing </div>	Perform songs in-tune using a natural singing voice. Perform harmony with careful attention to pitch and rhythmic accuracy.

Sixth - Page 2		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously Mastered Grade Level Skills	Elements of Music with Definitions	Label, list, name, define, relate, recall and use music making tools.	Discover, look at, investigate, experience and form ideas.	Apply, construct, demonstrate, evaluate and practice.	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce.	Show skill criterion mastery for grade level, give opinions, support others, and show work.
		Experience simple harmonic accompaniments using 2 and 3 chords.  CD2 #16 <i>Oh, How Lovely is the Evening</i> First time through has a chordal accompaniment.	Explore how to build chords on tones I, and IV and V of a major scale.  CD2 #12 <i>My Home's in Montana</i> lesson, listening	Practice playing 2 or 3 chord accompaniments to familiar songs.  CD1 #28 <i>He's Got the Whole World in His Hands</i> lesson, playing. v. 4 includes some altered chords	Analyze melody to determine appropriate chord changes in a song.  CD2 #14 <i>New River Train</i>		
Beat • Steady beat Meter • Strong and weak beats • Meter in 2, 3, 4 & 6 <div><div><div>2</div><div>♥♥</div><div>■ ■</div><div> </div><div>S w</div></div><div><div>3</div><div>♥♥♥</div><div>■ ■ ■</div><div> </div><div>S w w</div></div><div><div>4</div><div>♥♥♥♥</div><div>■ ■ ■ ■</div><div> </div><div>S w w w</div></div><div><div>6</div><div>♥♥♥♥♥♥</div><div>■ ■ ■ ■ ■ ■</div><div> </div><div>S w w s w w</div></div></div> • Duple/triple meter • Time signatures 2/4, 3/4 ,4/4, and 6/8 Rhythm • Beat/divided beat • Sound/silence • Rest • Ostinato Various divisions of beat	PLAY Beat: the underlying pulse of music. Meter: patterns of strong and weak beats • duple, triple and mixed meters Rhythm: combinations of long and short, sound or silence	Experience the feeling of beat in a variety of musical styles.  CD1 #28 <i>He's Got the Whole World in His Hands</i> recording, swing  CD1 #29 <i>Hey, Hey Look at Me</i> See recording details, style and culture. Experience duple and triple meter by feeling strong/weak beat. patterns in groups of 2, 3, 4, 6 and other mixed meters (5/4, 7/8, 12/8 etc.). Experience additional ways to divide the beat into new rhythm patterns of sound and silence. Experience repeated and contrasting phrases in various musical styles and organizational forms.  Putamayo Kids, <i>American Folk</i> www.putamyo.com	Explore beat in a variety of musical styles. Explore combining beats into groupings of 2, 3, 4, 6 and mixed meters using strong and weak beats for emphasis. Explore rhythm patterns within metric units of 2, 3, 4, and 6.  CD2 #25 <i>Rain, Rain (It's Raining, It's Pouring)</i>  CD2 #37 <i>The Farmer in the Dell</i> See recording details, and piano accompaniment in appendix	Practice beat accuracy vocally or instrumentally. Practice playing strong/weak beat patterns in 2, 3, 4, and 6 with body percussion and classroom instruments. Practice playing rhythm patterns simultaneously against beat and/or rhythm patterns played by others.  CD2 #19 <i>Old Joe Clark</i> lesson, playing, listening  CD2 #50 <i>When Johnny Comes Marching Home Again</i> lesson, playing	Analyze the importance of steady beat in group performance. Analyze strong/weak beat patterns and devise a way to represent the meter (i.e. time signatures). Analyze simple rhythm patterns in meters of 2, 3, 4, and 6 in familiar songs or listening selections.  CD2 #2 <i>Little Tom Tinker</i> 6/8 time  CD2 #3 <i>Little Tommy Tinker</i> 4/4/time  CD2 #25 <i>Rain, Rain (It's Raining, It's Pouring)</i>  CD2 #50 <i>When Johnny Comes Marching Home Again</i> lesson, playing	Create/Improvise simple rhythmic phrases over a steady beat. Create original rhythms of varying lengths in meters of 2, 3, 4, and 6. Perform songs and rhythmic phrases in meters of 2, 3, 4, and 6, always keeping a steady beat.	

Sixth - Page 3		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously Mastered Grade Level Skills	Elements of Music with Definitions	Label, list, name, define, relate, recall and use music making tools.	Discover, look at, investigate, experience and form ideas.	Apply, construct, demonstrate, evaluate and practice.	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce.	Show skill criterion mastery for grade level, give opinions, support others, and show work.
Form <ul style="list-style-type: none"> Phrase Combinations of same/different, verse/refrain, introduction interlude,  coda, 1st & 2nd endings, <div> <div>1.</div> <div>2.</div> </div> <div>1st</div> <div>2nd</div> <ul style="list-style-type: none"> D.C. al fine <i>D.C. al Fine</i> Tempo <ul style="list-style-type: none"> Faster/slower/ variable Dynamics <ul style="list-style-type: none"> Louder/softer/ variable Articulation <ul style="list-style-type: none"> legato: smoothly connected  staccato: detached, short  accent:  increased emphasis on a single tone 	LISTEN Form: how music is organized <ul style="list-style-type: none"> intro, coda, interlude, D.C. al Fine, 1st and 2nd endings theme and variation Expressive Elements Tempo: rate of speed Dynamics: degrees of loud & soft Articulation: legato, staccato, accent Timbre: (tam'-ber) tone color, the unique sound made by an instrument or voice Texture: layered combinations (thick or thin) of voices and/or instruments	Experience introductions and endings in written music. Experience an awareness and control of expressive elements. Experience differences between smooth, detached, and accented notes. Experience/identify various vocal and instrumental timbre in live and recorded music.  Experience different types of texture and timbre in and live and recorded music. <ul style="list-style-type: none"> Monophony (Gregorian chant, melody with no accompaniment) Polyphony (round, partner song, countermelody, fugue) Homophony (pop, country, chorale, hymn, etc.)  CD2 #22 <i>Peace Like a River</i> v.1 1 st phrase monophony v.2 homophony v.3 polyphony, using a countermelody	Explore basic forms in a variety musical style including theme and variation, phrases, verse/refrain, intro, interlude, coda, D.C. al Fine, and 1 st and 2 nd endings.  CD#2 #45 <i>Turkey in the Straw</i> lesson, singing, see notation Explore examples of varying tempo, dynamics, legato, staccato, and accent in music. Explore the effect of tempo, dynamics, and articulation in live and recorded music. Explore the layering of timbres in music to create texture.  CD1 #28 <i>He's Got the Whole World in His Hands</i> lesson, the recording, details Explore combining several simple folk songs, partner songs, and countermelodies to create polyphony  CD2 #34 <i>Skip to My Lou / Sandy Land</i> partner songs	Practice labeling sections of form using icons, alphabet letters A, B, C, visually, or with movement.  CD1 #37 <i>I've Been Working on the Railroad</i> lesson, creating Practice singing songs or playing instruments with varying tempo, dynamics, and articulations. Practice layering various instruments to accompany a song.  CD2 #29 <i>Scotland's Burning</i> lesson, playing Practice identifying how melody, harmony, and vocal and instrumental timbre are used to create texture in various styles of music. Build skill in balancing vocal and instrumental timbre in group performance.	Analyze patterns and themes found in music by listening for repetition, contrast, and simple variation.  CD#2 #37 <i>The Farmer in the Dell</i> lesson, recording details Analyze how changes in tempo, dynamics, and articulation can affect ideas, thoughts and emotions.  Putamayo Kids, Folk Playground, www.putamayo.com Analyze timbre as an identifying characteristic of instrumental families (string, woodwind, brass, percussion).	Create a song arrangement with a specific pattern of form.  <i>We Come to Greet You in Peace</i> lesson, creating Create expression in music by varying the tempo, dynamics, and articulation. Create a melody, and include specific articulation to compliment the style and mood. Research the production of sound (vibration and resonation) in voice, band and orchestra instruments. Create an original layered texture for a song with instrumentation for the style.	Perform with sensitivity to tempo, dynamic contrast, and articulation in the music. Perform a familiar song in different vocal or instrumental styles.

Sixth - Page 4		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously Mastered Grade Level Skills	Elements of Music with Definitions	Label, list, name, define, relate, recall and use music making tools.	Discover, look at, investigate, experience and form ideas.	Apply, construct, demonstrate, evaluate and practice.	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce.	Show skill criterion mastery for grade level, give opinions, support others, and show work.
Timbre <ul style="list-style-type: none"> Vocal and instrumental Band and orchestra families Balance Vibration/resonation Texture <ul style="list-style-type: none"> Instrumental and vocal Thick,/thin, many few 	<ul style="list-style-type: none"> Monophony: one single melody Polyphony: many melodies at once Homophony: a melody with accompaniment 	 CD2 #29 <i>Scotland's Burning</i> lesson, playing polyphony, ostinato, round  CD1 #4 <i>All Night, All Day/ Swing Low, Sweet Chariot</i> recording includes homophony, homophony, and polyphony	 CD2 #4 <i>London Bridge</i> lesson, singing (see listed partner songs), creating  CD2 #41 <i>This Train / When the Saints</i>  CD1 #4 <i>All Night, All Day/ Swing Low, Sweet Chariot</i>		Analyze how timbre and texture affect musical style.  CD1 #28 <i>He's Got the Whole World in His Hands</i> lesson, the recording details  Putamayo Kids, World Playground, www.putamayo.com		
Icon examples: <ul style="list-style-type: none"> Beat  divided beat   Meter 2  3  4    S w S w w S w w w 6        S w w s w w Rhythm / pitch    syncopation Notation example:  	READING / WRITING Icons: non-traditional symbols representing musical ideas Notation: traditional music symbols representing the combination of melodic & rhythmic elements	Experience familiar songs written in iconic notation, traditional notation or instrumental tablature.	Explore iconic or traditional representations of melodic, metric, and rhythmic patterns in a variety of songs.  CD2 #2 & 3 <i>Little Tom Tinker</i>  CD2 #25 <i>Rain, Rain (It's Raining, It's Pouring)</i>	Practice playing or singing while reading iconic patterns or traditionally notated music.  CD2 #29 <i>Scotland's Burning</i> lesson, playing	Analyze iconic representation or traditional notation of melodic, metric, and rhythmic patterns.	Create and notate a simple song or ostinato pattern using traditional notation.	Perform and share a simple, original song or ostinato pattern written in traditional notation.

Sixth - Page 5	Resources	Professional Music Teaching Organizations
	<p>State Approved Music Resources K-6: http://www.schools.utah.gov/curr/FineArt</p> <p> CD1  CD2  SONGS AND MUSIC ACTIVITIES FOR ELEMENTARY TEACHERS AND THEIR STUDENTS, USOE Songbook and CDs available through USOE (801) 538-7793</p> <ul style="list-style-type: none"> Movement CD companion for USOE Songbook DVD: <i>SINGING, PLAYING, CREATING, & LISTENING—Ideas for Teaching the State Music Core</i> Songbook, CDs, and DVD available through USOE (801) 538-7793 <p>Approved textbook series:</p> <ul style="list-style-type: none"> MCMILLAN/MCGRAW-HILL http://www.mhschool.com/music/student/index.html PEARSON ED. PUBLISHING (previously Silver Burdett) www.scottforesman.com 	<p> UTAH MUSIC EDUCATORS ASSOCIATION (UMEA) and Teachers of Elementary Classroom Music (TECM) www.umea.us</p> <p> DALCROZE EURYTHMICS, Dalcroze Society of America: http://www.dalcrozeusa.org/home.html</p> <p> EDUCATION THROUGH MUSIC (ETM) Richards Institute of Education and Research: http://richardsinstitute.org/Default.aspx</p> <p> KODÁLY: Organization of American Kodaly Educators (OAKE) www.oake.org Utah, UOFOLKS</p> <p> ORFF: American Orff-Schulwerk Association (AOSA) www.aosa.org Utah, UAOSA</p>
Web Links		
	<p> http://www.classicsforkids.com CLASSIC FOR KIDS: lesson ideas, listening maps, composers, music dictionary, etc.</p> <p> http://www.classroomclassics.com CLASSROOM CLASSICS: CDs for Utah and American History, Utah State Song, patriotic songs, holiday music & programs</p> <p> http://www.putumayo.com/en/putumayo_kids.php PUTAMAYO KIDS: CDs, folk songs, multicultural, and world music listening resource , examples:</p> <div data-bbox="919 795 1480 873">       </div> <p> http://www.sfskids.org/templates/splash.asp SAN FRANCISCO SYMPHONY FOR KIDS: all about the symphony orchestra</p>	